

Gold Hill Elementary

1000 Dave Gibson Blvd.
Fort Mill, South Carolina 29708

Grades	K-5 Elementary School	
Enrollment	726 Students	
Principal	Mrs. Terry Brewer	803-548-8250
Superintendent	Dr. V. Keith Callicutt	803-548-2527
Board Chair	Martha Kinard	803-548-1769

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	0	0	0	0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes
2006	Excellent	Good	Yes

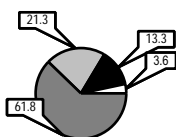
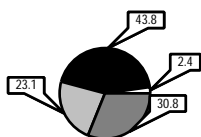
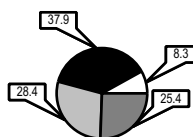
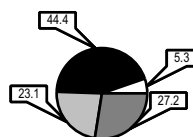
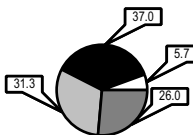
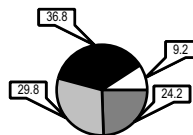
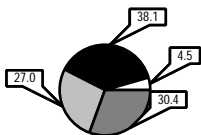
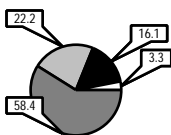
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

88.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	363	99.7	3.3	21.4	62.0	13.4	85.2	Yes	Yes
Gender									
Male	182	99.5	3.0	22.0	63.1	11.9	86.3	N/A	N/A
Female	181	100.0	3.6	20.7	60.9	14.8	84.0	N/A	N/A
Racial/Ethnic Group									
White	322	99.7	3.3	21.2	61.3	14.2	85.8	Yes	Yes
African American	18	100.0	0.0	42.9	57.1	0.0	71.4	I/S	I/S
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	9.1	9.1	81.8	0.0	81.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	331	100.0	2.3	19.2	64.3	14.3	88.0	N/A	N/A
Disabled	32	96.9	13.8	44.8	37.9	3.4	55.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	363	99.7	3.3	21.4	62.0	13.4	85.2	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	360	99.7	3.3	21.3	62.0	13.5	85.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	24	95.8	0.0	81.0	19.0	0.0	38.1	I/S	I/S
Full-pay meals	339	100.0	3.5	17.4	64.9	14.2	88.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	363	100.0	2.4	23.1	30.8	43.8	85.8	Yes	Yes
Gender									
Male	182	100.0	1.8	20.7	27.8	49.7	88.8	N/A	N/A
Female	181	100.0	3.0	25.4	33.7	37.9	82.8	N/A	N/A
Racial/Ethnic Group									
White	322	100.0	2.3	21.1	32.0	44.6	86.1	Yes	Yes
African American	18	100.0	0.0	71.4	14.3	14.3	71.4	I/S	I/S
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	9.1	18.2	36.4	36.4	90.9	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	331	100.0	1.0	22.4	31.2	45.5	88.6	N/A	N/A
Disabled	32	100.0	16.7	30.0	26.7	26.7	56.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	363	100.0	2.4	23.1	30.8	43.8	85.8	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	360	100.0	2.4	22.7	30.7	44.2	86.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	24	100.0	9.1	59.1	18.2	13.6	54.5	I/S	I/S
Full-pay meals	339	100.0	1.9	20.6	31.6	45.9	88.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	363	100.0	8.3	28.4	25.4	37.9	63.3
Gender							
Male	182	100.0	4.1	29.6	25.4	40.8	66.3
Female	181	100.0	12.4	27.2	25.4	34.9	60.4
Racial/Ethnic Group							
White	322	100.0	7.9	28.1	26.4	37.6	64.0
African American	18	100.0	14.3	35.7	28.6	21.4	50.0
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	9.1	36.4	9.1	45.5	54.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	331	100.0	6.8	27.9	26.0	39.3	65.3
Disabled	32	100.0	23.3	33.3	20.0	23.3	43.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	363	100.0	8.3	28.4	25.4	37.9	63.3
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	360	100.0	8.1	28.4	25.4	38.2	63.6
Socio-Economic Status							
Subsidized meals	24	100.0	31.8	50.0	4.5	13.6	18.2
Full-pay meals	339	100.0	6.6	26.9	26.9	39.6	66.5

Social Studies							
All Students	363	100.0	5.3	23.1	27.2	44.4	71.6
Gender							
Male	182	100.0	2.4	21.3	26.0	50.3	76.3
Female	181	100.0	8.3	24.9	28.4	38.5	66.9
Racial/Ethnic Group							
White	322	100.0	5.0	23.8	26.4	44.9	71.3
African American	18	100.0	7.1	28.6	42.9	21.4	64.3
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	9.1	9.1	54.5	27.3	81.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	331	100.0	3.6	22.1	29.2	45.1	74.4
Disabled	32	100.0	23.3	33.3	6.7	36.7	43.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	363	100.0	5.3	23.1	27.2	44.4	71.6
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	360	100.0	5.1	23.3	26.9	44.8	71.6
Socio-Economic Status							
Subsidized meals	24	100.0	18.2	54.5	4.5	22.7	27.3
Full-pay meals	339	100.0	4.4	20.9	28.8	45.9	74.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	109	100.0	0.0	6.1	66.3	27.6	93.9
	4	104	100.0	6.3	33.3	54.2	6.3	60.4
	5	120	100.0	7.3	28.4	57.8	6.4	64.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	122	100.0	3.5	15.0	59.3	22.1	81.4
	4	132	100.0	0.8	16.5	73.6	9.1	82.6
	5	109	99.1	5.8	34.0	51.5	8.7	60.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	109	100.0	1.0	25.5	41.8	31.6	73.5
	4	104	100.0	4.2	25.0	36.5	34.4	70.8
	5	120	100.0	6.4	40.4	26.6	26.6	53.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	122	100.0	3.5	24.8	26.5	45.1	71.7
	4	132	100.0	0.8	16.5	35.5	47.1	82.6
	5	109	100.0	2.9	28.8	29.8	38.5	68.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	109	100.0	4.1	29.6	40.8	25.5	66.3
	4	104	100.0	8.3	34.4	24.0	33.3	57.3
	5	120	100.0	14.7	23.9	19.3	42.2	61.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	122	100.0	8.8	24.8	31.0	35.4	66.4
	4	132	100.0	5.0	25.6	28.1	41.3	69.4
	5	109	100.0	11.5	35.6	16.3	36.5	52.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	109	100.0	0.0	16.3	32.7	51.0	83.7
	4	104	100.0	4.2	33.3	26.0	36.5	62.5
	5	120	100.0	10.1	30.3	24.8	34.9	59.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	122	100.0	3.5	17.7	29.2	49.6	78.8
	4	132	100.0	0.8	19.8	35.5	43.8	79.3
	5	109	100.0	12.5	32.7	15.4	39.4	54.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 726)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.4%	Down from 1.9%	0.9%	2.8%
Attendance rate	97.1%	Up from 95.4%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.6%	0.0%	0.0%
Eligible for gifted and talented	31.8%	Down from 37.7%	41.9%	10.4%
On academic plans	12.8%	N/AV	12.0%	33.6%
On academic probation	2.8%	N/AV	1.1%	1.0%
With disabilities other than speech	2.2%	Down from 4.1%	3.3%	7.5%
Older than usual for grade	0.1%	Down from 0.5%	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 49)				
Teachers with advanced degrees	49.0%	Down from 52.1%	61.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.7%	N/A	4.5%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	87.2%	Up from 85.5%	93.2%	87.3%
Teacher attendance rate	95.2%	Up from 94.8%	95.9%	94.9%
Average teacher salary	\$44,315	Up 1.2%	\$45,653	\$42,485
Prof. development days/teacher	11.8 days	Up from 9.1 days	11.5 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	3.5	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 15.5 to 1	20.2 to 1	18.6 to 1
Prime instructional time	90.9%	Up from 89.3%	91.9%	89.7%
Dollars spent per pupil*	\$5,888	Down 3.5%	\$6,736	\$6,557
Percent of expenditures for teacher salaries*	71.6%	Up from 69.2%	65.4%	64.0%
Percent of expenditures for instruction*	74.4%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Gold Hill Elementary School is a K- 5 school serving a growing population currently consisting of 764 students. GHES is fully accredited by the Southern Association of Colleges and Schools and maintains an All Clear status from the State Department of Education. For the fifth year in a row, the school earned the Palmetto Gold Award. This awards program, established by the Education Accountability Act, recognizes the schools with the highest levels of student academic achievement and the fastest rates of improvement. The award was won through the efforts, dedication, hard work, and planning of the exceptional faculty and staff, as well as a committed community. GHES was recognized as a Red Carpet School by the State Department of Education.

The mission of GHES is to be a learning-centered school committed to academic success for all students, maximizing their potential as life-long learners, and enabling them to become contributing members of society. Some of the programs and service-learning projects that our students participated in this year are listed below. 100% of our classes participated in service-learning activities which included such projects as Zig the Pig for families whose children have cancer, Easter Baskets for the needy, Operation Warm-Up, Ronald McDonald House, sponsoring Muscular Dystrophy and Juvenile Diabetes research, a food drive for the Fort Mill Care Center, postcards for soldiers in Iraq, Valentine cards for Veterans in the VA Hospital, Send the Love South to help hurricane victims, and shoeboxes for Operation Christmas Child. Our Spring Carnival, Groovin' at Gold Hill Elementary, brought teachers, students, and parents together with a focus on our Related Arts programs. Crystal Ball O'Connor and Valerie Hollinger, a nationally-recognized children's book author and children's book illustrator, visited our school and shared their book with our students and faculty. Workshops were offered during the year for parents to share ideas to help with study skills, homework tips, reading, writing, and math activities. Special programs and initiatives such as SOAR to Success, Accelerated Reader, Math Superstars, After School Achievers Tutorial Program, Reading Recovery, Literacy Groups, Brain Boosters, and the Academically Gifted Program give students academic support in advancing their skills. The Measures of Academic Progress (MAP) testing program is providing valuable information about the learning strengths and needs of our students. Staff development and support for new teachers has soared with the addition of a Lead Teacher.

Our tireless PTA raised funds to purchase birthday books for students, books for classroom libraries, student agendas, and incentives for the behavior bucks program, bought technology equipment, filled numerous teacher request for supplies and materials, bought flash drives for teachers, and contributed to the care and maintenance of the GHES outdoor environmental garden classroom. Parents and community members logged in more than 5,600 volunteer hours during the school year.

Our priorities continue to remain constant: safety, improved student academic achievement, character education, and parent and community involvement.

Terry Brewer, Principal

Bill Lenz, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	106	92
Percent satisfied with learning environment	91.5%	84.8%	93.3%
Percent satisfied with social and physical environment	100.0%	84.9%	97.8%
Percent satisfied with school-home relations	100.0%	89.5%	91.1%

*Only students at the highest elementary school grade level at this school and their parents were included.